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ABSTRACT

In this address, the Chancellor of the Los Angeles Community College District considers the major issues and challenges facing the District and its faculty, staff, and students. The Chancellor first identifies educational quality, especially within transfer programs, as a major challenge facing the colleges. He cites research findings revealing declining numbers of transfer students and the poor success rate of community college students whose objective is transfer. He advocates the implementation of academic standards for competencies and progress and reports on plans for revitalizing advisement procedures for transfer-oriented students. After recommending the establishment of a Commission on Transfer Education and outlining its possible focus, the Chancellor briefly reviews the new programs implemented at the District to strengthen the educational system. Next, professional development activities conducted and planned within the District are reviewed. The results of a study of the District's high technology programs are summarized prior to a discussion of the Health Occupations Study currently being conducted by District staff. After covering administrative considerations, such as revenue and community college auxiliary organizations, the Chancellor reviews progress in employee relations and briefly discusses a computer conversion project in fiscal operations. The address concludes with comments on increasing state influence and educational malpractice suits. (KL)

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DR. LESLIE KOLTAI
CHANCELLOR
LOS ANGELES COMMUNITY COLLEGE DISTRICT

OCTOBER 14, 1981

JC 810 581

1981 STATE OF THE DISTRICT ADDRESS

Dr. Leslie Koltai
Chancellor
Los Angeles Community College District

October 14, 1981

Thank you, Madam President, Members of the Board, distinguished guests. I welcome this opportunity to discuss with you the major issues confronting the Los Angeles Community College District--its faculty, staff, and students.

But, before I begin my presentation, I would like to say that I consider myself extremely fortunate to be working with a Board of Trustees that is constantly seeking new and better ways in which to serve our students--a Board composed of members who are individually and collectively dedicated to excellence in education.

To the Board--and also to Vice Chancellors Gene Pimentel, Bill Spaeter, and Tom Fallo, to our General Counsel Bob Henry, to the Academic Senate, the Administrators' Association, the Management Association, the AFT, and the various other collective bargaining units, and to our record enrollment of more than 145,000 students--I extend my gratitude for your commitment, your concern, and your support. As Chancellor of this district, I can only say that having a top-notch team is a great advantage--one that I appreciate more every day.

In its final report, Three Thousand Futures, the Carnegie Council on Policy Studies in Higher Education reminds us that "looking ahead is not just a matter of curiosity. It is also a matter of effective adaptation...leadership, of trying to seize hold of the future and to guide it, and not just to react to what otherwise will happen."

I believe that as community colleges enter the middle '80s, they are finding that the reality of the present often limits their view of the future to the one exigency that is always with them: their financial state of affairs.

Mark Curtis, President of the American Association of Colleges, urges all of us to recognize that the "bottom line" for the survival of colleges and universities is not their financial condition but rather their ability to restore coherence and quality to liberal education.

As with Mark Curtis, who is so ably cognizant of the cost of financing higher education, I too fear that excessive attention to such matters will further impede the mission of each institution.

As educational leaders, we must then confront the future with an understanding of where we are heading and how we can maintain our educational mission in the face of social and economic change.

David Reisman of Harvard suggests that "the small steps we take must be guided by the larger vision, as the navigators of an earlier era guided themselves by the North Star while adapting their momentary seamanship to the winds and currents around them."

Please permit me to look at the various aspects of our navigational problems. In years past, I have talked to you about the various challenges which have been confronting our institutions.

There was the challenge of access, as we adapted to meet the needs of changing constituencies. There was the challenge of survival, following Proposition 13. Then the challenge of change, as we re-grouped to meet rapidly changing demographics and new structures of finance and governance.

Today, I come before you to discuss what I call the challenge of quality--in community colleges in general...and the Los Angeles Community College District in particular.

The brilliant educator Patricia Cross recently theorized that community colleges now are resting on a plateau between "two periods of high energy and a sense of institutional mission."

She explains that "the old ideas that sparked enthusiasm and the sense of common purpose in community colleges have receded--and new ideas have not yet emerged to take their place."

In a recent article, she points out that priorities have been steadily changing in the community college family. Most of the faculty and students polled in a recent study said that while they thought that access should perhaps be the most important criteria for our institutions, in reality, they seem to feel that that goal has been accomplished and for them quality was listed as one of the most important priorities.

She says that the concept of community colleges as community learning centers is one that won't fly too well in this age of changing relationships with state governments and fluctuations in our finance structure.

Dr. Cross says that campus objectives are changing--students are demanding more counseling of an intellectual nature, for example--and, while access is still important, it is "protected access" which takes the quality of offerings and the level of prevailing standards into account.

This brings me once again to the challenge of quality, to which I referred earlier. And nowhere is it more important than in the area of transfer education, where the challenge becomes one of both quality and quantity.

The universities are saying, "If community colleges want to be included as part of California's system of higher education, then they must serve the transfer function more successfully."

Over the years, there has been a steady and escalating decline in the proportion of total enrollment which transfer to the University of California or California State University systems.

For example, our district went from a 3.8 percent transfer rate in 1975 to a low of just 3 percent in 1979, which is the last year for which we have complete data.

The decline in our district reflects a 21 percent decrease in the proportion of our transfers to enrollment and does take into account, and adjusts for, the 4 percent decline in our enrollment during that same period.

A closer examination of the data reveals that transfers to the UC system have declined 19 percent--considerably more than the 4 percent decrease of those going to the CSU system. And, ironically, sophomore enrollment, which is composed of the traditional transfer students, increased by nearly 40 percent during the same period in which transfers were decreasing.

To break these statistics down into simple numbers--in 1975, a total of 5,060 students transferred from the district to either the UC or the CSU systems. In 1979, there were 3,811 transfers--a decline of 24.7 percent.

These statistics represent a tremendous discrepancy between what our students say they intend to do and what they actually do. Allow me to explain. A student survey conducted just last fall in our district showed that 40 percent of the students polled said that their primary reason for attending our colleges was to eventually transfer to a four-year institution.

And yet, only slightly more than 3 percent--or about 14 percent of our sophomore enrollment--actually did so.

I am very much aware of the fact that student needs and priorities have changed in terms of education, and that many more students now come to community colleges in order to prepare for a career--and not to transfer. But the figures I cited before indicate that 40 percent identify themselves as transfer students, and we are not helping that 40 percent to reach their goal.

We must improve the success ratio between those students who say they want to transfer and those who actually do. And I believe that the only way to accomplish this increase is to improve our programs so that the students can succeed with their defined goal. Otherwise our educational process is an incomplete process--since a complete process would be that which leads to a transfer in the academic area...or a certificate or degree in occupational fields.

This is a statewide problem, and it is a districtwide problem. Of course, there are those colleges within our district--such as Trade-Tech--where the students, by their own responses on student surveys, tell us that they aren't aiming for eventual transfer.

At Trade-Tech, then, where the students themselves are not necessarily directing themselves to a transfer goal, it is a different situation. And it is different at Mission College, where only 29 percent of the students surveyed said that they intend to transfer--which fits into the college's own situation of not having the facilities for full-time students--students who generally comprise the backbone of transfer enrollment.

At Los Angeles Southwest College, however, 33 percent of the students polled said that their primary reason for attending was to eventually transfer and yet our most recent data show that only 2.3 percent of total enrollment actually did so.

In other words, the decrease in the number of transfer students is so significant that it indicates we must take serious steps in order to deal with this situation.

For, ladies and gentlemen, we have not changed from our original mission in which transfer education was listed as a major function of community colleges--even though the numbers would seem to indicate that this is, in fact, now a minor responsibility of our institutions.

A statewide longitudinal study recently completed by Russell Hunter and Stephen Sheldon of Pierce College shows that students generally take whichever courses they want to take, with very little counseling or advisement to direct them. In fact the mode--the type of enrollment with the largest percentage--is among students taking only one class, students who have limited or no contact with a counselor or advisor.

And then later, when they begin to realize that they may have had unrealistic goals, they generally don't get back on the right track. Instead, the students get "cooled out"; they lose interest, motivation, confidence, and hope.

They don't transfer; they might not even complete the classes in which they're enrolled.

It's true that our colleges offer students the "open door." But the concept of the open door will be rejected by society unless certain standards are adhered to, unless we clearly demonstrate our success in terms of criteria that society can understand and appreciate, such as degrees awarded or students transferring.

It is my strong belief that we must exert our educational leadership in terms of this challenge of quality; we must raise our expectations in regard to student performance while more carefully controlling student flow in terms of competencies and progress.

In short, we should offer better counseling-guidance, better advisement, a better job of identifying potential transfer students when they enroll, and then we should offer special orientation and follow-up. We need to identify them, to work with them, to monitor their progress, and to let them know how they are doing and where they can go if they need help.

We need to use the already-available and very valuable assessment tools, such as high school transcripts, proficiency tests and placement tests in order to direct students to the courses they are ready to take with a realistic expectation of success.

And of course we need to provide the faculty with the information they need so that they can work more effectively with the students in their classes.

Toward this goal, I am pleased to report that we plan to develop a program to re-vitalize counseling as an on-going support service for transfer students, with focus on orientation, assessment, counseling and other forms of on-going guidance assistance. I am confident that this project will provide a solid foundation upon which our future efforts can be built.

As part of this revitalization of advisement, we will be examining--on a pilot basis--the use of the computer to provide continuous updating on student progress for all involved parties.

We will investigate using our available computer system to communicate with students regarding their class progress, letting them know six to eight weeks into the coursework how they are doing and suggesting assistance, if needed.

In other words, all available tools will be used to identify students who need developmental or other assistance in order to perform in traditional transfer level courses. This will help both the student and the instructor, for it is an extremely difficult matter to teach a group that is highly heterogeneous in terms of ability.

As I mentioned, the purpose of acquiring and channeling this information is to dramatically improve the amount of information we will be able to provide for both students and faculty regarding academic achievement. And, by providing faculty members with these tools, we will then place them in a position in which they will be able to initiate contact with students--in other words, we will be able to re-establish the very important role of faculty member as advisor.

The Los Angeles Community College District has always occupied a leadership role in terms of quality education and academic change. In terms of transfer education, then, our leadership role will involve letting it be known that certain standards will have to be met by students and faculty, that reading and writing assignments are to be an integral part of all transfer level courses, that developmental assistance is available for those who need it, and that a vigorous approach to student advisement is not only desirable--it is expected.

Leadership in the transfer function means initiating and encouraging dialogue with representatives from the UC and CSU systems. It means improving academic liaison between our sending institutions--the high schools--and our own colleges. It means involving the faculty in the development of core courses, appropriate assignments and developmental classes. It means accepting educational and institutional responsibility.

But the Los Angeles Community College District has never failed to accept its educational responsibility. Nor has it ever failed to respond to

new challenges. Therefore, I am recommending the establishment of a Commission on Transfer Education to study the issues I have just mentioned, and to work toward a collective context in which students and faculty can once more experience the exhilaration of success in the classroom.

The Commission will report to us on the status of transfer education in this district and, on the basis of those findings, will make recommendations for the improvement of the quality and quantity of our transfer students.

The Commission will focus on at least five areas of concern. It will look at:

1. The student--including counseling, computer-reporting of progress, and other possibilities directly related to serving the student;
2. The role of the faculty--leadership in advisement and curriculum;
3. The role of administration--leadership and appropriate effort in easing transfer activities;
4. Liaison with high schools as well as four-year colleges and universities; and
5. Search for innovative practices and new ideas.

I also suggest that each college establish its own campus Committee on Transfer Education to develop appropriate programs on a local basis.

The California higher education community is deeply involved in reviewing the community college role in transfer education.

The CSU system recently approved revisions in its general education pattern. We are currently in the process of evaluating the courses we will certify to meet these requirements.

It is my belief that, through these activities, we will substantially increase the ratio between students who say they want to transfer and those who actually do. A dramatic improvement in the proficiencies that our students take with them to the four-year institutions hopefully will be achieved.

But I want to make it very clear that we will in no way be trading off--swapping students at the bottom of the academic ladder for those at the top. Instead, it will be our goal to take students from all rungs of the ladder...and help them to work their way to the top.

To accomplish this goal requires a sense of responsibility, a dedication on the part of our students as well.

I submit to you that in California--where community college education is provided tuition-free--all students are, in effect, the recipients of

public scholarships. The taxpayers are paying for them to go to school, and they have the responsibility to make the most of this opportunity by being in the classroom, by studying, by achieving to the best of their ability. For those students receiving financial aid, the responsibility is, it seems to me, even more significant.

Since we have been focusing on the issue of educational quality, I would like to mention a number of new programs that have been put into effect during the past year to strengthen and tighten our educational system.

For example, the latest effort has been a meeting with our counterparts at the Miami-Dade, Dallas, and Maricopa Community College Districts, which will be developing cooperative ways in which we hope to improve our offerings and the quality and quantity of our transfer students.

Also, our district is participating in a major project funded by a \$340,000 grant from the Carnegie-Mellon Foundation through the Center for the Study of the Community College. We will be joining five other large, urban community college districts on that project, which will focus on strengthening liberal arts. This district plans to place special emphasis on the transfer function.

EDUCATIONAL SERVICES PROGRAMS

There are a number of other programs being handled by our Educational Services Division to foster quality in our District.

A Board rule on grading standards has been developed, dealing with probation and dismissal problems.

This Board rule, now in effect, establishes that students failing to achieve minimum standards will be dismissed.

The faculty have been made aware of this stipulation through our Attendance and Grading Manual, and students have been so informed through brochures distributed to them at enrollment.

Also underway is our Renewal and Development Project, which is focusing attention on the vitality of our courses in terms of how well they meet the stated needs and objectives of our students.

The program is attempting to improve student access to classes, as well as encourage better use of facilities through class scheduling techniques.

Expanding programs that have yet to meet student demand and developing new programs with potentiality, high weekly student contact hours and/or job placement are other activities of this program.

Then there is the Faculty Institute for Basic Skills Instruction, which is a cooperative effort with the CSU system. Its purpose is to provide in-service training to faculty with a goal of improving basic skills

instruction and, therefore, the retention rate of students in both segments. A \$41,000 appropriation was made for this project.

The Improvement of Learning in English Project involves funding tutors in English classes using the One-to-One Method of Teaching Composition. By the way, it is estimated that more than 5,000 students benefited from this instruction last year. Allocations of \$50,000 have been made this year and last.

Another \$50,000 appropriation has been made for the District English Council projects, now under review.

And \$50,000 has also been allocated to the Developmental Skills Project, to improve instruction in this area.

The Computer-Assisted Instruction Project, with a \$50,000 allocation, is investigating ways in which to improve the use of the computer as a learning tool.

And then there is the Eureka system of computerized information on job opportunities, a system demonstrated to our Board just recently.

Another new program underway is the Project for Adult College Education--or PACE--which enables people with full-time jobs to become full-time students through interdisciplinary classes and a variety of instructional strategies.

Developed in response to interest expressed by members of local labor unions, the classes have been implemented with the participation of the AFT.

Our Instructional Television Program is now one of the top three in the nation in terms of students enrolled, and we are all eagerly awaiting the "Inside Japan" series which will be aired for credit next spring. That series was produced by our District in cooperation with the British Broadcasting Corporation.

Speaking of educational diversity, I would also like to point out that we are examining the implications of new legislation that has been passed providing flexible calendars which will permit the district to study innovative scheduling and instruction.

Also worth noting is the fact that Los Angeles Metropolitan College is experiencing organizational soundness, with staff in place and the structure stabilizing.

There has been modest enrollment growth, and we are investigating the possibility of expansion into Europe. Discussion is also underway on offering special counseling programs for Seabees.

It is also anticipated that the International Education Foundation, which has been supporting our services to the military since 1976, will be converted to auxiliary status under legislative regulations I will refer to in a few moments. This move will permit the foundation to provide even greater service to Metropolitan College and the District.

The programs I have mentioned are clear indications of this district's commitment to quality. And, I am happy to say, this commitment involves response to employee needs, as well as to student needs.

NEED FOR PROFESSIONAL DEVELOPMENT

Over the years, various constituencies have frequently spoken of the need to give attention to the further education and expansion of skills among the employees of the district.

There are a number of noteworthy programs already in effect, such as the doctoral-level project that four of our minority administrators are participating in at USC. That program, made possible through a federal grant under the Fund for the Improvement of Post-Secondary Education--or FIPSE--is aimed at training Hispanics in higher education.

And four faculty members and administrators are taking part in a fellowship program sponsored by the Institute for Educational Leadership in Washington and administered locally by USC. The participants are studying the development and execution of educational leadership and policymaking.

Also worth mentioning is the Black Faculty Awareness Day, a program to be offered next week through the cooperative efforts of this District and its Black faculty and staff.

Called "A Symposium on Community College Responses to a Changing Student Clientele," it will feature keynote addresses by Dr. Ruth Love, general superintendent of the Chicago Board of Education, and Dr. Alvin Poussaint, professor of psychiatry at Harvard University.

Workshop facilitators will include an impressive array of educators and public figures, including Rita Walters of the L.A. Unified School District, and Dr. Theresa Hughes, California Assemblywoman.

Another indication of this district's interest and attention to its ethnically diverse population may be found in the attractive and informative photographic exhibit on the historical growth of the Mexican community of Los Angeles, which is on view in the foyer and other display areas throughout the building. That exhibit is part of a Los Angeles Bicentennial project, sponsored by our District and the UCLA Chicano Studies Research Center.

And we have been extremely gratified at the response to the upcoming Journal of employee creative work, which drew a remarkable total of 350 written submissions and 50 pieces of art work.

The Journal, by the way, is currently in production and will be available shortly.

We are aware, however, of the need to do much more for the creative, professional growth of our employees than the activities I have just mentioned, and this need was substantiated by a recently completed study done by Dr. Jerrold Novotney

of Pepperdine University. Dr. Novotney interviewed some 150 employees representing all segments of district personnel in his analysis.

This study underlined the need for staff development in such areas as planning procedures, personnel management techniques, computer utilization, and new employee orientation, to mention only a few.

The need is of such magnitude that we must take action immediately. We are, therefore, proceeding to establish by January, 1982, a Center for Professional Development whose specific mission it will be to initiate and coordinate training activities for such diverse categories of district personnel as department chairs, financial aid officers, maintenance personnel, and administrators.

Clearly, in this time of financial constraint, investment in our own employees which will permit them to do their jobs better and to find greater personal satisfaction in their work relationships will, in the long run, provide benefits in improved performance and morale.

The Center for Professional Development will permit us to design appropriate and needed educational experiences and also to identify teaching resources and expertise among our employees that can be utilized to help operate this program. In such an effort we will not only be assisting our employees to reach personal potential but we will, in the broader view, be fulfilling, as a new dimension, another element of the educational mission of the district and our colleges.

Sufficient funding for this project exists in the current budget.

HIGH TECHNOLOGY PROGRAMS STUDIED

And, to focus on another aspect of quality in our educational offerings, I would like to discuss the area of vocational programs in general--and high technology programs in particular.

There have been 245 occupational courses developed in our district during the past five years, with 22 educational programs receiving approval. Six additional programs are now pending--and, as I look over the colleges' master plans, I see that development of 23 more programs has been included for the next few years. These numbers indicate our district's commitment to excellence in career preparation and our ongoing dedication to continued self-appraisal and renewal.

Here again, we are facing the challenge of quality for--as proud as I am of the accomplishments I have just listed--I am also aware of the need for more highly specialized programs in the fast-growing technical occupational areas.

I regret that I was not present for the presentation on just this topic that was made at the last Board meeting by the Task Force on Enhancing Technical

Education. I have had the opportunity to review the report, however, and would like to offer my observations.

First, the staff did an outstanding job. I would like to offer my appreciation to Dr. Pete MacDougall, who initiated the study before leaving our district to become President/Superintendent of the Santa Barbara Community College District, and a special thanks to Linda Thor, who took over the project quickly and with great leadership.

To get to the content of the report itself, I believe we cannot ignore its conclusion that financial limitations have rendered community colleges unable to react fully to the vocational training needs of the community ... particularly those needs that are high in cost, new in approach and require flexibility to respond to constantly changing state-of-the-art.

In fact, just the other day one of the major business leaders in this city told me that improvement of our vocational/technical programs is extremely important if we are going to attract and keep major industry in the Los Angeles area.

It is interesting to note that, when the original proposal for the feasibility study on technical education was proposed, we anticipated that it would find a discrepancy between technical training needs in the San Fernando Valley and the rest of the city.

The study, however, found that no such discrepancy exists. In fact, it was determined that high technology programs are needed all across our service area.

Therefore, I have already requested that the task force take additional time and enlarge the study to cover the entire metropolitan area and, in the near future, I hope to present the Board with a recommendation on high technology training throughout the district.

I believe it is imperative that we entertain the notion of a districtwide Institute of High Technologies and I intend to ask the college presidents in San Fernando Valley and the remainder of the city to work with me to develop appropriate governance and organizational structures for this institute.

The institute would address a number of social problems ... including the rising unemployment rate and the relatively small percentage of women and minorities in high technology occupations.

Placement and guidance services would, of course, be important components in an institute plan ... as would be new and varied delivery systems.

We are also investigating the possibility of short-term, low-cost leasing of sites now being closed by the Los Angeles Unified School District.

Mobile classroom units are also being studied as a means of which to make proposed programs available to as many students as possible.

We will be continuing to pursue innovative means of financing as we discuss this matter further with the Governor and the California Community Colleges.

In addition to seeking development funds, we will be addressing the inconsistency of the state policy encouraging high technology growth while hampering new educational programs in this area through funding at the incremental rate.

The matter of funding will also be among the topics I will be discussing with representatives from business and industry.

Conducive to these funding strategies is the maintenance of the institute concept as a unique educational program--one which allows us to pursue a variety of funding sources attracted to innovative responses to identified needs.

HEALTH OCCUPATIONS REPORT

Speaking of high-vitality, high-demand areas of vocational training brings me to the Health Occupations Study being conducted by our Educational Services Division.

This study, which is also focusing on regional cooperation among colleges, has demonstrated that more than half of the Health Service industry's employment needs are in nursing areas.

We are currently developing a decision model to improve education of nurses. This model will include development of other allied health programs at various colleges.

This brings me to a brief discussion on the community college finance perspective, which definitely does not give us cause for optimism.

Vice Chancellor of Business Services Tom Fallo will be addressing this issue in much greater depth in his State of the Division Report, but I would like to compliment the people on our staff who worked so hard on current finance legislation, including the Trailer Bill, or AB 1369, which was passed just recently. This piece of legislation, which originally set aside student trustee issues, now includes vital fiscal provisions protecting certain funds for community college districts.

Since the legislature is, in effect, redrafting community college finance legislation almost every year, it is imperative that we work cooperatively with state agencies and our legislators in this regard to protect our interests.

THE BUSINESS OF OUR DISTRICT

This brings me to the management of the business of our district, which includes the matter of auxiliary organizations.

As our need for additional revenue continues, we must explore alternate sources of such revenue. Two years ago this district sponsored and successfully supported legislation (AB 2627) that authorized the creation of community college auxiliary organizations. During the last school year, our staff worked with that of the Board of Governors in order to develop appropriate administrative regulations. These regulations, which became effective a few months ago, require as a final step in the state auxiliary organization approval process that each district adopt implementing regulations. I am pleased to report that this district's implementing regulations will soon be before you--first for information, then for action. We believe auxiliary organizations will serve to assist this district in meeting the educational needs of our community while at the same time providing an appropriate control mechanism for entrepreneurial activities.

Although it took considerable time and effort to shepherd the idea of community college auxiliary organizations through the necessary state approval process, we believe the final product to be worthy of the effort.

This item will be back soon for your consideration.

Speaking of the business of this district, it is with pride that I report on the continuous improvement in the audit during the past three years. In fact, this year we're seeing completion of the audit before the November 15th statutory deadline. And, for the first time, there are no audit adjustments.

Developing as an issue of major concern, however, is the maintenance of our facilities. We have been examining our special reserve fund in order to make certain that it still reflects our priorities.

We are finding that more of the control of capital construction projects is being assumed by the state. And it is disturbing to note that ... even though, after Proposition 13, we no longer have the ability to levy local taxes ... we must still contribute 83 percent of project cost while the state contributes 17 percent. Needless to say, we are striving for a more appropriate equalization factor in this regard.

To look at accomplishments in the area of facilities, I would like to point out that the past year has seen the dedication of the Pierce Performing Arts Building, and the Mission College Truman Building, as well as important improvements at nearly every other college.

The coming year will see progress on the library conversion plans at East, and beginning of construction of the Pierce Horticulture Building. Improvement of mechanical equipment at City, and plans to convert an existing structure to an instructional computer center at Harbor are other plans for the coming year.

We are currently in negotiations with the L. A. Unified School District for acquisition of the El Cariso site for Mission College -- and I hope that by February 1, 1982, we can find a permanent home for this college.

Work has been underway on developing a new site master plan for L. A. Southwest College to reflect the impact of construction of the Century Freeway, which Caltrans has indicated will become a reality. In addition, we have been meeting with the 1984 Olympics Committee to discuss the possibility of them providing a training track at Southwest College. Also being discussed with that committee is the possible use of our facilities to house various community meetings concerning the Olympics.

Any discussion of our accomplishments and goals must include that concerning our most important resource--our employees--and I am pleased to report to you that, during the past year, 143 district employees have availed themselves of tuition reimbursement.

PROGRESS IN EMPLOYEE RELATIONS

And, in terms of employee relations, we can say that there is labor peace within our District. All collective bargaining contract negotiations have been completed and no negotiations are required other than for salary reopeners and/or possible amendments. All such contracts approved by the Board of Trustees were for a three-year period with a reopener clause for salary each year.

And the Administrators' Handbook is in final form and Board Members will today receive preliminary copies. The completed copies will be available for general distribution pending receipt from the printer. I would like to take this opportunity to express my gratitude to those members of the Chancellor's Advisory Committee, the two consultants, and the appropriate staff of the Personnel Services Division and the Office of Communications Services for their efforts in developing this very appropriate document.

It is anticipated that the Administrators' Handbook will become the immediate reference source for administrators when questions arise concerning the district philosophy of leadership and policies relating to administrators. The handbook is another tool to assist administrators in meeting the major objectives of being well-informed and maintaining open, effective communication.

In my 1980 State of the District address, I indicated that the District would be conducting a district-wide management study. The study has been conducted and the report has been submitted to my office. The study was a thorough one requiring many months to complete.

The actual study was conducted by a committee composed of representatives from the District Office and the colleges. This committee performed their tasks under the general supervision of the Chancellor's Advisory Committee which included representation from both of the administrative organizations, colleges, and District Office.

I can appreciate the amount of interest this study has generated among our administrators and the concern for some knowledge as to its findings. I am just as aware of the complexity of this study and the importance of its impact on such key areas as classifications and compensation. Therefore, I have directed staff to undertake a thorough analysis of the study and report back to me their findings and recommendations. Final determinations will follow and be presented to the Board for their consideration.

COMPUTER CONVERSION COMPLETED

Looking back at the past year, another accomplishment stands out--completion of the computer conversion--and, with it, we are seeing more rapid response time for on-line users, the availability of new information for users such as the payroll department--which will facilitate warrant production, for example--and, in terms of instruction, we now have the capability for more simultaneous student users.

We anticipate increased use of the computer in fiscal operations, including an automated general ledger system in accounting, which will produce management-related ledgers.

In the personnel area, the computer will be dealing with our assignment system, and a pilot program is focusing on entering "greenie" information directly onto individual college terminals, which will mean that assignments will be processed more rapidly and will also be verified at the point of entry.

In addition, the on-line registration system has proven successful at four colleges--City, Pierce, Valley, and Trade-Tech--and we look forward to the expansion of this concept to the rest of our colleges.

STATE VS. LOCAL CONTROL

Before I conclude my remarks I would like to touch briefly upon two areas of concern for the future--the increased influence of the state and of state agencies in our operations, and the rise of educational malpractice suits throughout higher education.

Just take a look at the agendas of meetings of the California Community College Board of Governors, and you will see many items appearing there that used to be considered local in nature.

The Board of Governors is directing local districts on community college finance; establishing minimum standards on graduation requirements, probation, dismissal or readmission; establishing minimum standards for employing academic and administrative staff; issuing community college credentials; conducting statewide research on community college problems; providing information services for reporting and data analysis used in planning and coordination; and establishing a statewide system of budgeting and accounting for districts.

We will increasingly be monitored through regulations developed in Sacramento and many of our functions will be to administer regulations adopted by the Board of Governors.

As I mentioned, state agencies are also having an impact on our day-to-day operations, including the CCJCA, or California Community and Junior College Association, which is faced with the multiple responsibilities of advocacy for special interest groups within its constituencies.

Our Office of Governmental Affairs continues to monitor these statewide trends, and you can be assured of our continued vigilance in this area--as you can be assured in terms of affirmative action.

We will continue to review all of our hiring and staffing decisions to make certain that under-represented groups are not affected disproportionately as we bring increasing stability to our educational delivery system. This district firmly believes that equal opportunity through effective affirmative action is a proper, healthy and dynamic commitment to work toward, and we will continue to address the matter of under-represented groups in our workforce in an effective and appropriate manner.

EDUCATIONAL MALPRACTICE SUITS

To touch upon another factor that will be influencing the educational process, I would like to point out that educational malpractice suits are presenting, in the words of the courts, "a novel--and troublesome--question." The solution to that question has been left somewhat up in the air, with the courts recognizing that standards for measuring effective education are vague, at best.

In fact, the question of what constitutes effective education becomes more and more unclear as one progresses up the educational ladder. At the primary and secondary level, one assumes that students will learn to read, write, compute and reason with some degree of proficiency. But what are the standards that must be met at the postsecondary level--and how will we be measured against them?

A California court, in a recent judgment on this issue, noted that "unlike the activity of the highway or the marketplace, classroom methodology affords no readily acceptable standards of care, or cause, or injury. The science of teaching itself is fraught with different and conflicting theories; and education is affected by many factors that may be physical, neurological, emotional, cultural, environmental. There may be causes that are present--but not perceived. There may be those that are recognized--but not identified."

As you are aware, part of the problem is that primary and secondary schools generally do not remediate students who receive satisfactory grades. But those so-called satisfactory grades may or may not indicate a proven level of proficiency in important subject matter--subject matter that we need to build upon when those students reach our institutions.

We are seeing students who have not previously learned--students who some observers describe as "victims without remedies." Will we be called upon to provide the remedy, and will the courts decide that it is their job to establish guidelines? Will we be spending more and more of our planning time trying to avoid potential lawsuits?

This is an issue that will be addressed in greater depth by our General Counsel, Bob Henry, when he presents his own remarks following mine.

But this brings me to another troubling legal issue: control of community colleges is being lost to third party organizations, none of which represent the interests of local districts.

For instance, our General Counsel recently reported to me that this District was made a party to a class action lawsuit involving nonresident tuition. The District's local rules that govern determinations of residency for tuition purposes must conform to the regulations adopted by the Board of Governors in Sacramento.

Yet, when the Board of Governors was sued on a theory that its regulations were unconstitutional, as applied to the class of plaintiffs, the State's Attorney General defended the state agency in part by permitting the finger of financial liability to point toward local districts.

As a result, we are now involved in a lawsuit, not of our own making, which involves up to a million dollars of this District's funds. You will hear more about this case, too, from the Office of General Counsel.

In summary, then, I would like to point out that this district is stable, but we are also very concerned about the matter of available and projected fiscal resources. We believe it is imperative, though, to maintain educational leadership even in times of fiscal constraints, and we are pledging ourselves to meeting and responding to the challenge of quality in every aspect of our operation.

As I mentioned, General Counsel Bob Henry will be presenting his views on the state of our legal affairs after my remarks, and the Vice Chancellors will be presenting their State of the Division reports in subsequent weeks. In addition, the college Presidents have each sketched out a description of campus accomplishments and goals, and those reports will be included in the printed document which will include the State of the District and State of Division reports--to be made available following the Vice Chancellors' presentations.

As I conclude my remarks today, I am reminded of the words of Lloyd Averill, of Barat College, who wrote not long ago that the future of American colleges will belong to those institutions which decide now to "begin again" to determine and define their place in this country's educational landscape.

This afternoon, I have presented this district with a challenge--the challenge of quality--in transfer education, technical training, and staff development. Our success in meeting this challenge will require a willingness to dedicate ourselves to a common goal. It will take the ability to respond to problems creatively and flexibly. It will demand dedication, teamwork, and a refusal to compromise our standards.

But I am confident that, together, we can meet this challenge and that together we can make the 1980s the Decade of Excellence.

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